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A STUDY OF ELEMENTARY SCHOOL PRINCIPALS' CONCEPTS OF ELEMENTARY SCHOOL GUIDANCE.

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DESCRIPTORS- *PRINCIPALS, *EDUCATIONAL RESEARCH, EDUCATIONAL GUIDANCE, SCHOOL ORGANIZATION, QUESTIONNAIRES, ELEMENTARY SCHOOL GUIDANCE, *COUNSELING THEORIES,

TO INVESTIGATE, DESCRIBE, AND EVALUATE THE ORGANIZATIONAL CHARACTERISTICS OF GUIDANCE IN TEXAS ELEMENTARY SCHOOLS AND TO RELATE THESE CHARACTERISTICS TO THE PRINCIPALS' CONCEPTS OF GUIDANCE, A THREE-PART QUESTIONNAIRE WAS DEVELOPED, TESTED, AND MAILED TO 359 ELEMENTARY PRINCIPALS. THE QUESTIONNAIRES ELICITED GENERAL INFORMATION ABOUT THE PRINCIPALS AND THEIR SCHOOLS, INFORMATION RELATED TO THE ORGANIZATIONAL CHARACTERISTICS OF ELEMENTARY GUIDANCE, AND THE PRINCIPALS' CONCEPTS RELATED TO ELEMENTARY GUIDANCE. THE LATTER WERE RANKED AND CORRELATED WITH EXPERTS' RANKINGS AND CORRELATED WITH ORGANIZATIONAL CHARACTERISTICS. DISCRIMINATING QUESTIONS INVOLVED INDIVIDUAL COUNSELING BY A SPECIALIST, GROUP COUNSELING, COMMUNITY REFERRAL RESOURCES, GUIDANCE FOR ALL PUPILS OR ONLY FOR STUDENTS WITH SPECIAL PROBLEMS, PERIODIC PROGRAM EVALUATION, AND PARENT-GUIDANCE PERSONNEL MEETINGS. PRINCIPALS WHOSE GUIDANCE CONCEPTS MOST CLOSELY RESEMBLED THE EXPERTS HAD "BETTER" ORGANIZATIONAL PLANS THAN THOSE WHOSE CONCEPTS LEAST RESEMBLED THOSE OF THE EXPERTS. THE STUDY DEMONSTRATED A LACK OF SATISFACTORY ORGANIZATIONAL GUIDANCE PLANS, A PRINCIPAL-EXPERT DISPARITY IN CONCEPT AGREEMENT, AND A SIGNIFICANT RELATIONSHIP BETWEEN PRINCIPALS' CONCEPTS AND MANY ORGANIZATIONAL CHARACTERISTICS. LEADERSHIP, WORKSHOPS, GUIDELINES, AND EXPERIMENTAL STUDIES ARE RECOMMENDED. (WR)

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A Study of Elementary School Principals' Concepts of Elementary School Guidance

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PREFACE

This study was initiated as a research project by the Texas Elementary Principals and Supervisors Association to ascertain principals' concepts of elementary school guidance. The data contained in this report was collected during the 1965-1966 school year.

The findings do not necessarily represent the ideal, but serve as a status report and present information on one aspect of the total picture of elementary school guidance services in Texas at the time of the study.

This study clearly delineates the importance of the elementary principals' concepts in the planning and development of a guidance program in the elementary school.

The research findings of this study will have significant meaning to elementary principals, teachers, and counselors, school administrators, counselor and teacher educators, pupil personnel workers, and other professional educators as the role and function(s) of the elementary school principal in the elementary school guidance program emerge.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Differing philosophies and practices of guidance at the elementary level are revealed by the literature concerning guidance in the elementary schools.[1] The influence of the principal upon the guidance program is not clear. However, the administrator of an individual school is considered by some educators to be the key to the effective guidance organization.[2] It seems apparent that much research in this area will be necessary before contentions concerning the principal's role in the guidance program can be supported.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to investigate, describe, and evaluate the organizational characteristics of guidance in the elementary schools of Texas and to attempt to determine the relationship between these characteristics and the principals' concepts of guidance. Specifically the study was designed to seek answers to the following questions:

1. What are the organizational characteristics of guidance in the elementary schools?

2. Do elementary school principals hold similar concepts toward guidance as do a group of professional people considered to be experts in elementary school guidance?

3. Do elementary school principals who differ in underlying concepts concerning guidance hold significantly different attitudes toward organization of elementary school guidance?

Importance of the study. A review of the literature reveals a limited amount of research on guidance in the elementary schools in general. The April 1960 White House Conference on Children and Youth recommended that the role of the guidance and counseling program be clearly defined.[3] A committee of the National Association of Guidance Supervisors and Counselor Trainers expressed the need for a survey to determine the extent and direction of the developing patterns in the area of elementary school guidance.[4] These recommendations are representative of expressed research needs in elementary school guidance.

Research already conducted and proposals for future research in the area of elementary guidance seem to leave out an important consideration. Do the guidance concepts held by the principal have a significant relationship to the guidance characteristics within a school? Smith and

Eckerson stated that one factor determining the role of a guidance consultant within a school is the attitude of the administrator.[5] The importance of the principal was emphasized by Mortensen, Stein, and Rhodes by pointing out that it is the administrator of a district or individual school who structures the organization, co-ordinates the guidance services with the instructional program, and evaluates and improves the program.[6] If the principal is a key person in the guidance program of an elementary school, then it should be important to determine the relationship of his guidance concepts and the organizational characteristics of his school.

Because of the lack of research and information in general concerning guidance in the elementary schools of Texas, a state organization, Texas Elementary Principals' and Supervisors' Association, expressed a need for research concerning guidance in the elementary schools as reported by the principals. Filling this gap in the research can possibly be helpful for future studies as well as supplying needed information for the administrators in Texas.

Delimitations of the study. The study was limited to a random sampling of the population of elementary public school principals in Texas during the 1965-66 school year. The study was further limited to information obtained by procedures, methods, and techniques explained in Chapter II of this study.

Assumptions inherent in the study. The assumptions inherent in the research study are as follows:

1. It was assumed that guidance as described in this chapter is a desirable service to students in the elementary schools and would benefit students in the total educational process.

2. It was assumed that every school should have some organizational pattern for guidance even though it may differ from other schools in practice and functions.

3. It was assumed that experts in elementary school guidance would express desirable concepts concerning guidance.

4. It was assumed that the responses from the random sampling would be typical of responses taken from the total population of elementary principals in Texas.

5. It was assumed that the principals would report accurate information on the questionnaire and would express their actual concepts as requested.

II. DEFINITIONS OF TERMS USED

Elementary Schools. This term refers to schools in Texas which are designated by the Texas Education Agency as being elementary schools. The grades taught are primarily one through six but may include kindergarten and grades seven and eight. Schools containing only grades above sixth grade are not considered elementary schools.

Principals in Texas. This term was defined as those administrative leaders of elementary schools who are employed in Texas during the 1965-66 school year and whose names appear in the directory from which the random sample for this study was drawn.

Organizational characteristics. This term was used to refer to the reported patterns and approaches to guidance actually used by the schools.

Guidance. This term was interpreted as the general student personnel services in the elementary schools which are developed to help meet the existing wide range of individual differences in needs and abilities of students.

Concepts. This term was used to refer to a specific person's reported philosophy or point of view with regard to the purpose of guidance and its place in the school's total educational program.

Experts. This term was used to refer to the noted writers in the literature and those professional educators at the university level who have exhibited an interest in and knowledge of guidance in the elementary schools and to the special guidance consultants employed by the Texas Education Agency.

III. ORGANIZATION OF THE STUDY

Chapter II, The Design of the Study, presents the sources of data, collection of the data, and methods of processing the data.

Chapter III, Report of the Study, analyses and reports general information about the principals and the schools they serve, information related to organizational characteristics of elementary guidance, and information concerning concepts related to guidance in the elementary school.

Chapter IV, Summary, Conclusions, and Recommendations, summarizes the study, presents conclusions, and makes recommendations based on the findings. This last chapter is followed by the Bibliography and then the Appendix.

CHAPTER II

THE DESIGN OF THE STUDY

The purpose of this chapter is to present the source of data used in this study, collection of the data, and the methods of processing the data.

I. SOURCE OF DATA

The first procedure of this study was to select the elementary principals to be used in the study. This was done by numbering consecutively the name of each principal in the Elementary Principals Directory, 1965-1966.[7] There were listed 3547 elementary principals in Texas.

The next step was to draw a sample of the principals to be used in the study. This was done by using a table of random numbers from Tables for Statisticians.[8] A total of 359 names were drawn randomly. According to Arkin, a sample size of 359 from a universe of 3500 would give a 95 per cent confidence limit and a reliability of five per cent. A sample size of 97 would give a 95 per cent confidence limit and a reliability of ten per cent.[9] Thus, the sample used in this study was large enough to expect a return of responses from principals to have a confidence limit of 95 per cent and an assurance of an error between five per cent and ten per cent, if as many as 97 or more principals responded to the questionnaire mailed to them.

II. COLLECTION OF THE DATA

The purpose of this section is to describe the development of the questionnaire and to explain how it was distributed to the participants.

Development of the questionnaire. Information derived from a review of the research literature was utilized to develop the questionnaire used in this study. Numerous articles, textbooks, and state publications concerning guidance in the elementary schools were also utilized. Professional educators and graduate students at Arizona State University and special consultants in the Texas Education Agency were asked to comment on the proposed instrument.

The questionnaire was then tried on selected elementary school principals in Texas to determine its effectiveness and to eliminate any vague or ambiguous statements. The investigator contacted seventeen principals in as many elementary school districts. He went over the proposed questionnaire verbally with each one and recorded their responses. Their comments and criticisms of the instrument were solicited. The final form of the questionnaire (Appendix, page 67), discussed in the following paragraphs, was then constructed and mimeographed for distribution.

Part I, General Information, was designed to collect information about the participating principal and some general information about his school. Spaces were provided for respondent's name, sex, age, and indication of position as full-time or part-time principal. Also, spaces were provided for school name, school address, grade levels in the school, total number of students, and city population.

Part II, Information Related to Organization of Elementary Guidance, was divided into several sub-parts to obtain the information desired. Number one gave the respondent a choice of several statements to indicate the organization of guidance services in his school. He was asked to check the statement that best describes the organization of guidance in his school. These statements included:

(a) The classroom teacher, with the principal's help, is primarily responsible for guidance in my school.

(b) A counselor (or person with similar role designation) is primarily responsible for guidance in my school. Teachers are only helping agents.

(c) Guidance in our school is a coordinated process involving several guidance specialists. Our plan is well organized with duties and responsibilities of personnel clearly defined.

(d) Other plan (please specify).

Number two of Part II sought information about specialized personnel now on the staff or available to the school. A list of the most often named guidance specialists were listed with columns for the respondent to mark after each title: full-time, half-time, less than half-time, or none. These specialists included counselor, psychologist, visiting teacher, nurse, speech therapist, orthopedic teacher, and remedial reading teacher. Space was provided to specify others not included in the list.

Number three of Part II was designed to find out who co-ordinates the guidance program in each school. Possible responses included: (a) teachers, (b) principal, (c) counselor, (d) guidance director, or (e) other (specify). A response here should check with the response made in number one concerning a statement of the organization of guidance services.

Numbers four through nineteen were carefully designed statements to indicate patterns and approaches to guidance actually used in the school of the principal participating in this study.

Part III, Information Concerning Concepts Related to Guidance in the Elementary School, involved a procedure designed to indicate a respondent's

concepts toward guidance and to coorelate these concepts with concepts held by experts. The Q-Sort technique that Stephenson[10] devised was used to obtain the principal's and the expert's concepts toward guidance in the elementary school. McKeller[11] also used this technique to obtain counselors' attitudes toward guidance.

Originally, the literature concerning elementary school guidance was analyzed to determine the guidance concepts most often mentioned by authors. Sixteen positive statements about elementary school guidance concepts were chosen. Next, sixteen negative statements in opposition to the positive statements were devised. These thirty-two statements were submitted to six experts in the field of guidance to sort in order as to those statements "most descriptive of attitudes that reflect an ideal philosophy toward guidance in elementary schools" to "attitudes that reflect completely negative attitudes toward guidance in elementary schools." A revised list of twenty-one statements was then developed.[12]

This investigator started with the twenty-one statements concerning elementary school guidance concepts and revised them so that they would reflect as accurately as possible the major accepted concepts from the most positive to the most negative. These were further submitted to elementary principals to determine clarity of meaning before the final list of statements was completed. The statements are arranged in such order that the positive and negative statements are mixed so that the participant who is sorting the statements will not have a clue as to any preferred order.

A rating scale designed to force the placement of the twenty-one statements into a normal distribution was used to facilitate the sorting. Each of the five experts used in this Q-Sort technique to rank the twenty-one statements was contacted in person by this investigator and asked to sort cards on which the statements were written. The data from the distribution made by each expert were transferred to a separate form which listed the statements by number and had spaces for recording the assigned ranks by their position in the distribution.

The ranks assigned to the statements by each of the five experts were juxtaposed in a table. In order to determine the agreement among the experts in ranking the twenty-one statements, Kendall's Coefficient of Concordance (W)[13] was used. This statistic shows a ratio of the variation between the five experts relative to the maximum variation possible. If the ranks had been assigned randomly by the experts, no variation (W=0) between average ranks given each statement would be expected. If each expert had ranked the statements in exactly the same way, there would be perfect agreement indicated by (W=1). By using Kendall's formula with a correction for tied ranks, which is reproduced by Siegel[14], a coefficient of concordance of .82 was derived. The significance of the coefficient of concordance was tested by use of a table in Downie and Heath's textbook.[15] The value of the coefficient of concordance for the five experts was significant at the .01 level of confidence, showing a high

degree of relationship among the five rankings of the statements by experts. Assigning ranks to the statements in accord with the ranks ascribed by the experts seemed justified.

Distribution of the questionnaire. After the 359 names of elementary school principals were drawn randomly, a card file containing the names and addresses was established. The cards were pulled and checked off as questionnaires were returned.

A questionnaire (Appendix page 67) and cover letter were sent to each principal whose name was drawn. Also, a stamped and return addressed envelope was enclosed for the convenience of the respondent in returning the completed questionnaire. The cover letter explained the purpose of the study and the selection of participants.

A follow-up letter was sent out several weeks later to all principals who had not returned their questionnaires. The letter set a deadline for receiving all questionnaires to be used in the study and pleaded for everyone's co-operation in returning a completed questionnaire. It was suggested that another questionnaire would be sent immediately upon request in case the first one was misplaced.

Questionnaires were returned from 280 participants. However, only 268 were usable for the study. This is 75 per cent of the questionnaires sent out originally. Twelve questionnaires were rejected because the respondent had either changed his job title by the time the questionnaire was received or he had not sufficiently completed the questionnaire.

III. METHODS OF PROCESSING THE DATA

The questionnaire was constructed to make it possible to code each response on cards for computer processing. The Texas Education Agency offered their services in helping to process the data. The data was reported in terms of frequency and percentage of response, except for Part III concerning concepts of guidance held by the respondents.

Part III, Information Concerning Concepts Related to Guidance in the Elementary School, was designed so that the principal who participated in the study was asked to read each of the twenty-one statements describing concepts toward guidance in the elementary school and to decide upon the degree to which it described the way he felt about guidance. He was then asked to rank the statements according to his agreement or disagreement with them. This was done by placing a plus sign (+) to the left of each statement he agreed with, by placing a minus sign (-) to the left of each statement he disagreed with, and by placing a zero (0) to the left of each statement he neither agreed nor disagreed with.

A rating scale was then used for the respondent to place the numbers of the statements he marked with (+), (-), or (0) into cells representing

a forced normal distribution that was ordered from "most agreement" to "most disagreement." The results from the rating scale of each principal were then transferred to a correlation form. Pearson's Product-Moment Correlation Coefficient was computed for each principal between the ranks he (Y) assigned to the statements and the ranks assigned by the experts (X). The computation of the correlation coefficients was simplified by use of a table designed to permit direct computation of the correlation from the sum of the cross products of the ranks assigned to each statement by the principal (Y) and the ranks assigned by the experts (X). The table was developed by reducing the original data formula for Pearson's Product-Moment Correlation Coefficient to the formula, r=sum XY-336÷50.[16] It was possible to do this because the sum of (X) equaled the sum of (Y), and the number of items was constant.

The correlation coefficients obtained by the formula provided a measure of agreement between statements ranked by each principal who participated in this study and the statements as ranked by the experts. It was interpreted that a relatively high correlation was indicative of concepts toward guidance held by principals more in agreement with those concepts held by the experts than a relatively low correlation which was indicative of concepts less in agreement between the principal and the experts.

The distribution of correlation coefficients (r) was changed into a normal sampling distribution by converting them into Fisher's Z coefficients using a conversion table in Guilford's book.[17] The conversion insured a normal sampling distribution, even when used with small samples, which made it possible to include the guidance concept scores in other statistical analyses.[18]

The next step was to arrange the Fisher Z Coefficients in rank order. The twenty-five per cent of the highest scores, those principals whose responses were most like the experts, were compared with the lowest twenty-five per cent, the principals whose responses were least like the experts. This included a high group of 67 principals and a low group of 67 principals. The mean Fisher Z Coefficient was computed for each group to determine if the pattern of responses of the principals whose concepts were most like the experts differed from the pattern of responses of the principals whose concepts were least like the experts.

Responses to items in Part II of the questionnaire are presented in tables to show the frequency and per cent of the responses of each of the two groups. Chi Square test for the significance of the difference[19] was used to test the difference of the frequencies with which responses to the items in Part II of the questionnaire were given by the two groups of principals.

CHAPTER III

REPORT OF THE STUDY

The purpose of this chapter is to present an analysis and report of general information about the principals and the schools they serve, information related to organizational characteristics of elementary school guidance, and information concerning concepts related to guidance in the elementary school.

I. GENERAL INFORMATION ABOUT THE PRINCIPALS AND THE SCHOOLS THEY SERVE FROM PART I OF THE QUESTIONNAIRE

The information received from the 268 principals who responded to the questionnaire should be representative of all elementary principals in Texas since the number represents a 75 per cent return of a carefully drawn random sampling of all elementary principals in Texas during the 1965-66 school year.

The results revealed that 224 or 84 per cent of the elementary principals in the study were male as compared to 44 or 16 per cent female principals in the study. The age distribution as shown in Table I shows that over half of the principals (55%) were under 50 years of age. There were as many young principals as older principals. Seven of the principals (2.6%) were between the ages of 20 and 29, whereas seven of the principals were above the age of 60, with one principal being over 70 years of age. Approximately 52 per cent of the principals were between the ages of 30 and 49. Twenty-five principals refused to give their age.

Elementary principals in Texas may be classified as "full-time" or "part-time" principals. A full-time principal denotes one who devotes all his time to administration of the school. A part-time principal may have some extra duty, usually teaching a class, along with his administrative duties. This study showed that 189, or 71 per cent, of the principals were classified as full-time principals. Only 78, or 29 per cent, of the principals were classified as part-time principals.

In Chapter I, an elementary school in Texas was defined as a school designated by the Texas Education Agency as being an elementary school. The grades taught are primarily one through six but may include kindergarten and grades seven through eight. Schools containing only grades above sixth grade are not considered elementary schools. This study revealed, as shown in Table II, that 121, or 45 per cent, of the schools had only grades one through six. Kindergartens were included in 35, or 13 per cent, of the schools. The seventh grade was included in 53, or 20 per cent, of the schools, while the eighth grade was included in 59, or 22 per cent, of the schools. It was interesting to note the number of schools

TABLE I

AGE DISTRIBUTION OF THE ELEMENTARY PRINCIPALS WHO PARTICIPATED IN THIS STUDY

	Principals	
Age	N	Per cent
20-29	7	2.6
30-39	73	27.2
40-49	67	25.0
50-59	89	33.2
60-69	6	2.2
70-over	1	.4
No response	25	9.3
Totals	268	99.9*

*Total does not equal 100% because of rounding off to tenths.

with kindergartens since kindergartens are not state supported in Texas as are other grades one through twelve.

The range of the number of pupils per school is shown in Table III. There were 74 or 28 per cent of the schools with 400 to 600 students. This is a range considered desirable by some experts in elementary building design.[20] Sixty-nine or 26 per cent of the schools had between 200 and 399 pupils. There were 54 or 20 per cent of the schools with fewer than 200 pupils. Sixty-nine or 26 per cent of the schools had over 600 pupils. Two schools (.7%) did not indicate their enrollment.

The size of city or town, in terms of population, in which each school was located is revealed in Table IV. Towns with populations under 2500 are usually considered rural. There were 64 schools (24%) used in this study which were located in towns with fewer than 2500 residents. Sixty-eight or 25 per cent of the schools were located in metropolitan cities with over 100,000 population. A few more than half (55%) of the schools were located in towns with populations under 25,000. The other 45 per cent of the schools were located in towns or cities with populations exceeding 25,000.

In briefly summarizing Part I, General Information about the Principals and the Schools They Serve, the following statements seem most pertinent:

1. Over three-fourths (84%) of the elementary principals who participated in the study were male.

2. Over half (55%) of the principals were under 49 years of age. There were as many principals who were under 29 years of age as there were those who were over 60 years of age.

3. Nearly three-fourths (71%) of the principals were considered to be "full-time" principals.

4. Nearly one-half (45%) of the schools in the study contained only grades one through six. Thirteen per cent had kindergartens along with grades one through six, while 20 per cent included grade seven and 22 per cent included grade eight.

5. Nearly one-fourth of the schools were located in rural communities of under 2500 population. One-fourth of the schools were located in metropolitan cities with over 100,000 population. The other fifty per cent of the schools were located in cities between the two extremes of rural and metropolitan (over 100,000) population.

TABLE II

GRADES INCLUDED IN THE ELEMENTARY SCHOOLS USED IN THIS STUDY

Grades Included in the Schools	Elementary Schools N	Per cent
Includes grades 1-6 only	121	45.1
Includes kindergarten	35	13.1
Includes grade seven	53	19.7
Includes grades seven and eight	59	22.0
Totals	268	99.8*

*Total does not equal 100% because of rounding off to tenths.

TABLE III

NUMBER OF PUPILS IN THE SCHOOLS
INCLUDED IN THIS STUDY

	Elementary Schools	
No. of Pupils	N.	Per cent
0-199	54	20.1
200-399	69	25.7
400-599	74	27.6
600-up	69	25.7
No response	2	.7
Totals	268	99.8*

*Total does not equal 100% because of rounding off to tenths.

TABLE IV

POPULATION OF CITIES WHERE SCHOOLS IN THIS STUDY ARE LOCATED

	Elementary Schools	
City Population	N	Per cent
Under 2500	64	23.8
2500-9999	55	20.5
10000-24999	29	10.8
25000-49999	31	11.5
50000-99000	21	7.8
100000-up	68	25.4
Totals	268	99.8*

*Total does not equal 100% because of rounding off to tenths.

II. INFORMATION RELATED TO ORGANIZATIONAL CHARACTERISTICS OF ELEMENTARY SCHOOL GUIDANCE

This section includes an analysis of information from Part II of the Questionnaire, which was divided into three sub-parts: number one, number two, and number three.

Number one sub-part was designed to find out what general plan for organization of guidance services was used in the elementary schools in this study. Table V reveals that 211 of the schools, or 79 per cent, consider the classroom teacher, with the principal's help, as being primarily responsible for guidance. This is considered historically as one of the first approaches to guidance in the elementary school. However, many current authors still prefer this approach to guidance, although it is not considered the best approach by the majority of experts in the field of elementary school guidance today, as revealed by the literature.

Principals in 32, or 12 per cent, of the schools reported a counselor (or person with similar role designation) as being primarily responsible for guidance in their schools. They considered teachers as only helping agents in the area of student guidance. This plan is characterized as the specialist approach.

Eighteen of the principals, or 7 per cent, indicated they used the co-ordinated approach, considered by the majority of experts in the area of elementary guidance to be the preferred plan in the modern elementary school. Guidance in these schools is a co-ordinated process involving several guidance specialists who are well organized with duties and responsibilities of personnel clearly defined.

Only seven of the schools, or nearly 3 per cent, reported having a plan other than the first three plans mentioned. This mostly means no organized plan at all. Comments in the margin by these principals indicates a lack of a plan that could be construed to be an organized approach to guidance. For example, one stated, "We save guidance for the secondary schools." Another wrote, "Guidance is the parent's responsibility."

Number two of Part II was designed to determine the types of specialized personnel on the school staffs or available to the school units and the amount of time each one was available to the school. The responses are tabulated in Table VI.

There were 141, or 53 per cent, of the schools with no counselor at all. However, a counselor was used full-time in 6 per cent of the schools, half-time in 4 per cent of the schools, and less than half-time in 37 per cent of the schools. This means that 47 per cent of the schools used or had available a counselor for at least part of the time. It is

TABLE V

STATEMENTS DESCRIBING THE ORGANIZATION OF GUIDANCE SERVICES IN THE ELEMENTARY SCHOOLS

Plan of Organization Used in the Elementary Schools	Elementary Schools N	Per cent
(a) The classroom teacher, with the principal's help, is primarily responsible for guidance in my school.	211	78.7
(b) A counselor (or person with similar role designation) is primarily responsible for guidance in my school. Teachers are only helping agents.	32	11.9
(c) Guidance in our school is a co-ordinated process involving several guidance specialists. Our plan is well organized with duties and responsibilities of personnel clearly defined.	18	6.7
(d) Other plan	7	2.6
Totals	268	99.9*

*Total does not equal 100% because of rounding off to tenths.

TABLE VI

SPECIALIZED PERSONNEL ON THE ELEMENTARY SCHOOL STAFF OR AVAILABLE TO THE SCHOOL UNIT

Specialized Personnel	Time Available to School*							
	Full-time		Half-time		Less than Half-time		None	
	N	%	N	%	N	%	N	%
1. Counselor	17	6.3	11	4.1	99	36.9	141	52.6
2. Psychologist	4	1.4	1	.3	49	18.2	214	79.8
3. Visiting Teacher	19	7.1	10	3.7	73	27.2	166	61.9
4. Nurse	37	13.8	48	17.9	138	51.4	45	16.7
5. Speech Therapist	23	8.5	33	12.3	96	35.8	116	43.2
6. Orthopedic Teacher	11	4.1	3	1.2	11	4.1	243	90.7
7. Remedial Reading Teacher	44	16.4	15	5.5	27	10.0	182	67.9
8. Other (specify)	19	7.1	1	.3	5	1.7	243	90.7
Teacher of Mentally Retarded	4	1.4	-	-	-	-	264	98.6
Social Worker	1	.3	-	-	-	-	267	99.7
Psychiatrist	1	.3	-	-	-	-	267	99.7
Teacher of Dyslexia	4	1.4	-	-	-	-	264	98.6
Medical Doctor	-	-	-	-	1	.3	267	99.7
Special Supervisor	1	.3	-	-	4	1.4	263	98.3
Teacher's Aide	8	3.0	1	.3	-	-	259	96.7

*Total number of schools=268.

interesting to note that a study of 611 schools located in 19 states conducted by the National Association of Guidance Supervisors and Counselor Trainers in 1953 revealed that 35 per cent of the schools used counselors, and 6 per cent used counselors full-time.[21]

Twenty-six per cent of the schools in this study reported some use of a psychologist. Only four schools, a little over one per cent, used a psychologist full-time. One school used a psychologist half-time, while 49, or 18 per cent, of the schools used one less than half-time. Eighty per cent did not have a psychologist on the staff nor have one available at any time. In the NAGSCT study[22] psychologists were used by 33 per cent of the schools and full-time by 3 per cent of the schools.

Visiting teachers were used full-time in 19, or 7 per cent, of the schools, half-time in 10, or 4 per cent, of the schools, and less than half-time in 73, or 27 per cent, of the schools. Principals in 166, or 62 per cent, of the schools did not use or have available visiting teachers at all. This compares with visiting teachers being used in 46 per cent of the schools, 7 per cent full-time, reported in the 1953 NAGSCT study.[23]

Nurses were on the staff or available in all but 45 (17%) of the schools in this study. They were used full-time by 37, or 14 per cent, of the schools, half-time by 48, or 18 per cent, and less than half-time by 138, or 51 per cent, of the schools. Nurses were used more by schools than any other specialized personnel listed in the study. This is not surprising as the NAGSCT study showed 77 per cent of the schools studied used nurses, and 15 per cent of them used nurses full-time.[24]

The next most used specialized personnel were speech therapists. Table VI shows that they were used in more than half of all schools, 152, or 57 per cent, of the schools. They were used full-time in 23, or 8 per cent, of the schools, half-time in 33, or 12 per cent, of the schools, and less than half-time in 96, or 36 per cent, of the schools.

Orthopedic teachers were used in only 9 per cent of the schools. They were used full-time in 11, or 4 per cent, of the schools, half-time in 3, or one per cent, of the schools, and less than half-time in 11, or 4 per cent, of the schools.

Remedial reading specialists were used in 87, or 32 per cent, of the schools. They were used full-time in 44, or 16 per cent, of the schools, half-time in 15, or 6 per cent, of the schools, and less than half-time in 27, or 10 per cent, of the schools. Apparently, this is one method in the problem-centered approach to guidance to correct a problem that has been common in schools for a long time. In the 1953 study[25] already alluded to in the preceeding paragraphs, 36 per cent of the elementary schools used remedial reading specialists part of the time, and 14 per cent of them used them full-time.

Principals in the study were also asked to specify other specialized personnel who were on their staffs or who were available to their school units. Several titles were mentioned by 25, or 9 per cent, of the schools. Eight schools used teacher's aides full-time, and one school used them half-time. Four schools used teachers of the mentally retarded full-time, one school used them half-time, and 5 schools used them less than half-time. Four schools used teachers for children with dyslexia full-time. One school reported using a social worker full-time, and one school reported using a medical doctor less than half-time. One school made use of a special elementary supervisor, while 4 more schools used a supervisor less than half-time. The previously mentioned 1953 NAGSCT study[26] did not give a break-down on specialists mentioned in this paragraph, but it did report that 45 per cent of the schools used special education teachers some of the time, and 16 per cent of them used the special education teachers full-time.

According to the principals who participated in this study, the majority of the schools did not have the listed specialized personnel on their staffs or available to them except for nurses and speech therapists. Counselors, who are most associated with guidance among specialized personnel, were reported as used by nearly half (47%) of the elementary schools in this study. However, as it was reported in the preceding Table V, only 12 per cent of the principals credited counselors with the primary responsibility for guidance in their schools. Thus, it would seem that even in most of the schools which did use counselors, they have a secondary role in the guidance organization.

Number three of Part II was designed to gain further information concerning who co-ordinates the guidance program in the schools participating in this study. The principals were asked to indicate the staff member in their school who co-ordinates the guidance program. Table VII summarizes the responses. In 113, or 42 per cent, of the schools, the principal was the co-ordinator of the guidance program in his school. This supports the importance attached to the principal by Wrenn, who stated, "The school administrator plays a unique and important role in determining standards of counselor performance and education."[27]

The next largest number of principals, 64, or 24 per cent, reported using counselors to co-ordinate the guidance program. Forty-nine, or 18 per cent, of the principals reported that teachers were used to co-ordinate the guidance program. Thirty-five, or 13 per cent, of the principals reported that guidance directors over several schools were used to co-ordinate the guidance program in their individual schools.

Seven principals, or about 3 per cent, specified personnel with different job titles as being responsible for co-ordinating the guidance program in their schools. These titles included one director of elementary education, one curriculum director, one county superintendent, one independent school superintendent, and 3 not specified by name.

TABLE VII

STAFF MEMBER WHO IS RESPONSIBLE FOR THE GUIDANCE PROGRAM IN THE ELEMENTARY SCHOOLS

Title of Guidance Co-ordinator	Elementary Schools N	Per cent
Teacher	49	18.2
Principal	113	42.1
Counselor	64	23.8
Guidance Director over several schools	35	13.1
Other (specify)	7	2.6
Director of elem. educ.	(1)	
Curriculum director	(1)	
County superintendent	(1)	
Ind. school superintendent	(1)	
Not specified	(3)	
Totals	268	99.8*

*Total does not equal 100% because of rounding off to tenths.

Questions numbered 4 through 19 of Part II were designed to determine if favorable organizational procedures for guidance were evident in the elementary schools. Each principal was asked to respond with a "yes" or "no" to each question. The responses are presented in Table VIII. The questions were formed from statements taken from the literature. Since the statements, except number 19, describe desirable organizational procedures for guidance in elementary schools, affirmative responses were considered indications of desirable practices of guidance. Question number 19, "In general, does your organizational plan for guidance reflect the belief that elementary guidance is primarily for students with special problems?", was included as an opposite to number 18. An affirmative response would indicate an organizational plan that is opposed by writers in the literature. This plan is based on the "problem-centered approach." However, 105 principals (39%) responded "yes" to question 19.

The majority of principals, 61 per cent, indicated that their organizational plan for guidance, in general, reflected the belief that elementary school guidance is for all pupils, rather than just for those who need special help.

Although the responses to most of the questions did not bear out the total response to number 4, principals in 236, or 88 per cent, of the schools reported that the need for guidance is recognized and understood by their faculty. If the responses were accurate in relating the true feelings and understandings of the faculties, then the administration might be asked why so many desirable organizational procedures for guidance are not evident in the schools. A majority of the principals responded affirmatively to only questions 10, 12, 13, 14, and 15 in addition to number 4 and 18 which have already been discussed.

Sixty-eight per cent, or 182, of the principals reported that they had a plan that allows for individual counseling of students, when deemed necessary, by some specialist (counselor, etc.).

Seventy-six per cent, or 205, of the principals reported that community resources (doctors, health clinics, etc.) were used for referral purposes by them or their school personnel.

Most of the principals, 250, or 93 per cent, indicated that cumulative records on each child are kept in their schools. Also, 233, or 87 per cent, of the principals had a testing or evaluation program, other than just teachers personal evaluation, for their students.

Since over half (60%) of the principals felt that they had enough authority to organize a satisfactory guidance program for their school, the responsibility for lack of many desirable organizational procedures, as indicated in Table VIII, must rest with them. At least, the literature supports this contention. For example, Mortensen stated:

TABLE VIII

RESPONSES OF THE ELEMENTARY PRINCIPALS TO THE QUESTIONS CONCERNING THE ORGANIZATION OF GUIDANCE IN THEIR SCHOOLS

Questions from Part II of Questionnaire	Responses of Principals			
	Yes		No	
	N	%	N	%
4. In general, is the need for guidance recognized and understood by your faculty?	236	88.0	32	11.9
5. Have the purposes and objectives of guidance in your school been defined and set forth in writing?	122	45.5	146	54.4
6. Do you have a plan for periodic evaluation of your guidance program?	90	33.5	178	66.4
7. Is there a guidance committee in your school to develop objectives, plans, and guidance procedures?	50	18.6	218	81.3
8. Do you have a space in your building designated for special counseling or guidance purposes?	98	36.5	170	63.4
9. Have you had in-service training in the general area of guidance for your teachers during the past three years?	79	29.4	189	70.5

TABLE VIII (continued)

Questions from Part II of Questionnaire	Responses of Principals			
	Yes		No	
	N	%	N	%
10. Do you have a plan that allows for individual counseling of students, when deemed necessary, by some specialist, (counselor, etc.)?	182	67.9	86	32.0
11. Do you have a plan that allows for group counseling of students by specialists (counselor, etc.)?	92	34.3	176	65.6
12. Are community resources (doctors, health clinics, etc.) used for referral purposes by you or your school personnel?	205	76.4	63	23.5
13. Do you feel, as the principal, that you have enough authority to organize a satisfactory guidance program for your school?	160	59.7	108	40.2
14. Do you keep cumulative records on each child?	250	93.2	18	6.7
15. Do you have a testing or evaluation program, other than just teachers' personal evaluation, for your students?	233	86.9	35	13.1

TABLE VIII (continued)

Questions from Part II of Questionnaire	Responses of Principals			
	Yes		No	
	N	%	N	%
16. Does your school use a nongraded or ungraded plan for student promotion in at least the primary grades?	61	22.7	207	77.2
17. Do you provide meetings for parents and school personnel to discuss or to work on any area of elementary guidance?	109	40.6	159	59.3
18. In general, does your organizational plan for guidance reflect the belief that elementary school guidance is for all pupils, rather than just for those who need special help?	182	67.9	86	32.0
19. In general, does your organizational plan for guidance reflect the belief that elementary guidance is primarily for students with special problems?	105	39.1	163	60.8

> The administrator, of both district and individual schools, is the key to the effective guidance organization. It is he who sees that adequate budget is assured, selects staff, structures the organization, coordinates the guidance services with the instructional program, and evaluates and improves the program.[28]

The following statements briefly summarize the responses to Part II of the questionnaire:

1. Over three-fourths of the principals (78.7%) reported that the general plan of organization used in their elementary schools was that of making the classroom teacher, with the principal's help, primarily responsible for guidance.

2. In nearly half (42.1%) of the schools, the principal was the co-ordinator of the guidance program. In other schools, the co-ordinators were counselors in 23.8 per cent of the schools, guidance directors over several schools in 13.1 per cent of the schools, and others (director of elementary education, curriculum director, and superintendent) in 2.6 per cent of the schools.

3. The use of specialized personnel was noticeably lacking in the majority of schools. Only nurses and speech therapists were used in over 50 per cent of the schools in this report. However, counselors were used to some extent in 47.3 per cent of the schools.

4. Principals in 88 per cent of the schools reported that the need for guidance was recognized and understood by their faculties.

5. Principals in 61 per cent of the schools reported that their organizational plan for guidance reflected the belief that elementary school guidance is for all pupils, rather than just for those who need special help.

6. Principals in 39 per cent of the schools reported that their organizational plan for guidance reflected the belief that elementary school guidance is primarily for students with special problems.

7. Principals in 60 per cent of the schools felt that they had enough authority to organize a satisfactory guidance program in their schools.

8. A majority of the schools reported making use of cumulative records, community resources, and testing or evaluation program.

9. Other desirable organizational characteristics of guidance, as reported in the literature, were not evident in a majority of the schools.

III. INFORMATION CONCERNING CONCEPTS RELATED TO GUIDANCE IN THE ELEMENTARY SCHOOL

The purpose of this section is to analyze and report the findings of Part III of the questionnaire and relate the information already discussed in section II to two Q-Sort groups determined by methods described in Chapter II and further discussed in the following paragraphs.

Part III of the Questionnaire (Appendix, page 67) contained twenty-one statements that described various concepts toward guidance in the elementary school, as selected from the literature and revised by experts. The statements ranged from the concepts considered to be most positive toward guidance to those concepts considered to be most negative. Each principal was asked to mark these statements with a plus sign when they were in agreement with his concept of guidance and with a minus sign when they were in conflict with his concept of guidance. If he did not agree or disagree with a statement, he marked it with a zero.

Next, each principal used a special form with spaces provided in such a way that the principal could record by number the statement he most agreed with to the statement he least agreed with, and all the statement numbers were then positioned into a normal distribution when the form was completed.

This ranking completed by each of the principals in the study, was then correlated with the ranked statements by the experts in elementary school guidance. It was assumed that both principals and experts did rank the statements consecutively from what they believed to be the most positive statement about guidance to what they believed to be the most negative statement about guidance.

As discussed in Chapter II, a Pearson's Product-Moment Correlation Coefficient[29] between the ranks assigned to the statements by each principal and the composite rank assigned to the statements by the experts were computed. A relatively high correlation was interpreted as being indicative of concepts toward elementary school guidance more in agreement with those of the experts than a relatively low correlation. The distribution of correlation coefficients are shown in Table IX.

TABLE IX

DISTRIBUTION OF CORRELATION COEFFICIENTS REPRESENTING THE CONCEPTS TOWARD GUIDANCE HELD BY ELEMENTARY PRINCIPALS AS CORRELATED WITH CONCEPTS HELD BY FIVE EXPERTS

Correlation Coefficients	Principals	
	N	Per cent
.86-.91	3	1.2
.80-.85	6	2.2
.74-.79	21	7.8
.68-.73	37	13.8
.62-.67	56	20.9
.56-.61	45	16.7
.50-.55	33	12.3
.44-.49	27	10.0
.38-.43	17	6.3
.32-.37	13	4.9
.26-.31	3	1.2
.20-.25	4	1.4
.14-.19	1	.3
.08-.13	2	.7
Totals	268	99.7*

*Total does not equal 100% because of rounding off to tenths.

For the purpose of comparison of principals whose concepts of elementary school guidance agreed most with the experts and those whose concepts agreed least with the experts, two groups were formed. The upper group, consisting of 25 per cent of the principals who agreed most with the experts, was referred to as Group I. The lower group, consisting of 25 per cent of the principals who agreed least with the experts, was referred to as Group II. The mean correlation coefficient of each group was computed by converting the correlation coefficients to Fisher Z coefficients.[30] It is not appropriate to average correlation coefficients because they do not vary along a linear scale, according to Garrett and Woodworth.[31] The Fisher Z coefficients were then computed, and the means were converted back to correlation coefficients.

Table X shows the conversion of correlation coefficients to equivalent Fisher Z coefficients with averages for the upper 25 per cent of the principals, referred to as Group I. The mean correlation was .74, which Garrett considered to indicate high to very high relationship.[32]

Table XI shows the conversion of correlation coefficients to equivalent Fisher Z coefficients with averages for the lower 25 per cent of the principals, referred to as Group II. The mean correlation was .39, which Garrett considered to indicate low correlation, present but slight.[33]

These statistics show that the principals in Group I held concepts concerning guidance that were similar to those held by the experts, while the principals in Group II held concepts concerning guidance that were not very similar to those held by the experts.

In an effort to compare the two groups of principals according to their responses to plan of organization used in their schools, specialized personnel used, and title of person co-ordinating their guidance program, the method of inspection of the data in table form was used. For the final part concerning organizational procedures reported by principals, a chi square test for the significance was computed.

Table XII shows statements describing the general plan of organization of guidance services as reported by the two Q-Sort groups. Group I, who agreed most with the experts, reported that 72 per cent of them considered the classroom teacher, with the principal's help, as being the person primarily responsible for guidance. Group II, who agreed least with the experts, reported 84 per cent of them considered the teacher, with the principal's help, as being primarily responsible for guidance.

There was not much difference between the two groups in the per cent using a counselor as the one primarily responsible for guidance, with the

TABLE X

CONVERSION OF CORRELATION COEFFICIENTS TO EQUIVALENT FISHER Z COEFFICIENTS WITH AVERAGES FOR UPPER 25 PER CENT, GROUP I

r	N	Z	Total (NxZ)
.90	1	1.472	1.472
.86	2	1.293	2.586
.82	4	1.157	4.628
.80	2	1.099	2.198
.78	5	1.045	5.225
.76	3	.996	2.988
.74	13	.950	12.350
.72	14	.908	12.712
.70	10	.867	8.670
.68	13	.829	10.777
Totals	67	---	63.606
Average Z=.949		Average r=.74	

TABLE XI

CONVERSION OF CORRELATION COEFFICIENTS TO EQUIVALENT FISHER Z COEFFICIENTS WITH AVERAGES FOR LOWER 25 PER CENT, GROUP II

r	N	Z	Total (NxZ)
.48	11	.523	5.753
.46	12	.497	5.964
.44	4	.472	1.888
.42	10	.448	4.480
.40	2	.424	.848
.38	5	.400	2.000
.36	7	.377	2.639
.34	2	.354	.708
.32	4	.332	1.328
.28	1	.288	.288
.26	2	.266	.532
.24	2	.245	.490
.20	2	.203	.406
.18	1	.182	.182
.12	1	.121	.121
.08	1	.080	.080
Totals	67	---	27.707

Average Z=.414 Average r=.39

TABLE XII

STATEMENTS DESCRIBING THE GENERAL PLAN OF ORGANIZATION OF GUIDANCE SERVICES IN THE ELEMENTARY SCHOOLS OF THE TWO Q-SORT GROUPS

Plan of Organization Used in the Elementary Schools	Elementary Schools			
	Group I		Group II	
	N	%	N	%
(a) The classroom teacher, with the principal's help, is primarily responsible for guidance in my school.	48	71.6	56	83.5
(b) A counselor (or person with similar role designation) is primarily responsible for guidance in my school. Teachers are only helping agents.	9	13.4	10	15.0
(c) Guidance in our school is a co-ordinated process involving several guidance specialists. Our plan is well organized with duties and responsibilities of personnel clearly defined.	7	10.4	1	1.4
(d) Other plan	3	4.4	0	0.0
Totals	67	99.8*	67	99.9*

*Total does not equal 100% because of rounding off to tenths.

teachers serving only as helping agents. Group I showed 13 per cent, while Group II showed 15 per cent.

Group I used more guidance specialists in a plan that was considered to be co-ordinated process than did Group II. This plan was used in 10 per cent of the Group I schools and in one per cent of the Group II schools. Other plans not specified were reported used by 4 per cent of the Group I schools as compared to no other plan used by Group II.

By inspection of the data, little difference could be seen between the two groups of 67 principals each in regard to their reported general plan of organization for guidance.

Table XIII reveals the types of specialized personnel on the school staff or available to the school unit of the upper 25 per cent of the principals, referred to as Group I. Table XIV reveals the same information about the lower 25 per cent of the principals, referred to as Group II. An inspection of the two groups reveals generally that Group I used more types of specialized personnel more of the time than did Group II. This was especially true in the use of counselors, psychologists, and visiting teachers. Group II exceeded Group I only in usage of one specialist, and this was the remedial reading teacher. However, Group I had more schools using them full-time than did Group II. Group I used all the listed specialists full-time more than did Group II.

Table XV reveals that principals in Group I, those whose guidance concepts were most like the experts, depended less (13%) on the teacher to co-ordinate the guidance program in their schools than did the principals in Group II (34%). Guidance was co-ordinated by 46 per cent of the principals, themselves, in Group I as compared to 36 per cent in Group II. A counselor was used to co-ordinate guidance in 25 per cent of the schools in Group I as compared to 15 per cent in Group II. Guidance directors over several schools were used by 15 per cent of the schools in Group I and by 12 per cent in Group II. There seemed to be a trend in Group I for more schools to use counselors and guidance directors to co-ordinate their guidance services than was evident in Group II. However, in both groups the principal was more often the co-ordinator of guidance services than any other person.

Statements numbered 4 through 19 in Part II of the questionnaire (Appendix, page 67) were designed to reveal the most pertinent information about organizational characteristics of elementary schools used in this study. Therefore, in an effort to determine if the principals who held concepts most like the experts used organizational procedures significantly different from the principals who held concepts least like the experts, a chi square test for the significance of the difference was computed.

Table XVI shows the responses assigned each of the questions pertaining to organizational procedures by the two different Q-Sort Groups. Group I

TABLE XIII

SPECIALIZED PERSONNEL ON THE ELEMENTARY SCHOOL STAFF OR AVAILABLE TO THE SCHOOL UNIT OF UPPER 25 PER CENT, Q-SORT GROUP I

Specialized Personnel	Time Available to School: Full-time N	Full-time %	Half-time N	Half-time %	Less than Half-time N	Less than Half-time %	None N	None %
1. Counselor	9	13.4	3	4.4	28	41.7	27	40.3
2. Psychologist	3	4.4	1	1.4	17	25.3	46	68.7
3. Visiting Teacher	7	10.4	3	4.4	21	31.1	36	53.7
4. Nurse	10	15.0	17	25.3	32	47.7	8	11.9
5. Speech Therapist	9	13.4	9	13.4	26	38.8	23	34.3
6. Orthopedic Teacher	5	7.4	1	1.4	-	-	61	91.0
7. Remedial Reading Teacher	13	19.4	1	1.4	7	10.4	46	68.7
8. Other (specify)								
Teacher of Mentally Retarded	2	3.0	-	-	-	-	65	97.0
Teacher of Dyslexia	2	3.0	-	-	-	-	65	97.0
Psychiatrist	1	1.4	-	-	-	-	66	98.6
Social Worker	-	-	2	3.0	-	-	65	97.0
Teacher's Aide	2	3.0	-	-	-	-	65	97.0

TABLE XIV

SPECIALIZED PERSONNEL ON THE ELEMENTARY SCHOOL STAFF OR AVAILABLE TO THE SCHOOL UNIT OF LOWER 25 PER CENT, Q-SORT GROUP II

Specialized Personnel	Time Available to School: Full-time N	Full-time %	Half-time N	Half-time %	Less than Half-time N	Less than Half-time %	None N	None %
1. Counselor	1	1.4	4	5.9	21	31.3	41	61.1
2. Psychologist	-	-	-	-	7	10.4	60	89.6
3. Visiting Teacher	2	3.0	-	-	11	16.4	54	80.5
4. Nurse	6	8.9	6	8.9	37	55.2	18	26.8
5. Speech Therapist	8	11.9	7	10.4	21	31.3	31	46.3
6. Orthopedic Teacher	-	-	-	-	5	7.4	62	92.5
7. Remedial Reading Teacher	9	13.4	4	5.9	9	13.4	45	67.1
8. Other (specify)								
Teacher of Mentally Retarded	1	1.4	-	-	-	-	66	98.6
Teacher of Dyslexia	1	1.4	-	-	-	-	66	98.6
Social Worker	-	-	-	-	1	1.4	66	98.6

TABLE XV

STAFF MEMBER WHO IS RESPONSIBLE FOR THE GUIDANCE PROGRAM IN THE ELEMENTARY SCHOOLS OF THE TWO Q-SORT GROUPS

Title of Guidance Co-ordinator	Elementary Schools			
	Group I		Group II	
	N	%	N	%
Teacher	9	13.4	23	34.3
Principal	31	46.2	24	35.8
Counselor	17	25.3	10	15.0
Guidance Director over several schools	10	15.0	8	11.9
Other (specify)	0	0.0	2	2.9
County superintendent (1)				
Ind. school superintendent (1)				
Totals	67	99.9*	67	99.9*

*Total does not equal 100% because of rounding off to tenths.

TABLE XVI

RESPONSES OF THE TWO Q-SORT GROUPS OF ELEMENTARY PRINCIPALS TO THE QUESTIONS CONCERNING THE ORGANIZATION OF GUIDANCE IN THEIR SCHOOLS

Questions from Part II of Questionnaire	Responses of Principals							
	Group I				Group II			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
4. In general, is the need for guidance recognized and understood by your faculty?	56	83.2	11	16.5	54	80.5	13	19.4
5. Have the purposes and objectives of guidance in your school been defined and set forth in writing?	33	49.2	34	50.7	24	35.8	43	64.1
6. Do you have a plan for periodic evaluation of your guidance program?	27	40.2	40	59.7	17	25.3	50	74.6
7. Is there a guidance committee in your school to develop objectives, plans, and guidance procedures?	15	22.3	52	77.6	6	8.9	61	91.0

TABLE XVI (continued)

Questions from Part II of Questionnaire	Responses of Principals							
	Group I				Group II			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
8. Do you have a space in your building designated for special counseling or guidance purposes?	26	38.8	41	61.1	18	26.8	49	73.1
9. Have you had in-service training in the general area of guidance for your teachers during the past three years?	23	34.4	44	65.6	14	20.8	53	79.1
10. Do you have a plan that allows for individual counseling of students, when deemed necessary, by some specialist (counselor, etc.)?	55	82.0	12	18.0	40	59.7	27	40.2
11. Do you have a plan that allows for group counseling of students by specialists (counselors, etc.)?	31	46.2	36	53.7	19	28.3	48	71.6
12. Are community resources (doctors, health clinics, etc.) used for referral purposes by you or your school personnel?	58	86.5	9	13.4	42	62.6	25	37.3

TABLE XVI (continued)

Questions from Part II of Questionnaire	Responses of Principals							
	Group I				Group II			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
13. Do you feel, as the principal, that you have enough authority to organize a satisfactory guidance program for your school?	43	64.1	24	35.8	41	61.1	26	38.8
14. Do you keep cumulative records on each child?	64	95.5	3	4.4	59	88.0	8	11.9
15. Do you have a testing or evaluation program, other than just teachers' personal evaluation, for your students?	58	86.2	9	13.4	52	77.6	15	22.3
16. Does your school use a nongraded or ungraded plan for student promotion in at least the primary grades?	15	22.3	52	77.6	19	28.3	48	71.6
17. Do you provide meetings for parents and school personnel to discuss or to work on any area of elementary guidance?	32	47.7	35	52.2	22	32.8	45	67.1

TABLE XVI (continued)

Questions from Part II of Questionnaire	Responses of Principals							
	Group I				Group II			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
18. In general, does your organizational plan for guidance reflect the belief that elementary school guidance is for all pupils, rather than just for those who need special help?	40	59.7	27	40.2	23	34.3	44	65.6
19. In general, does your organizational plan for guidance reflect the belief that elementary guidance is primarily for students with special problems?	26	38.8	41	61.1	46	68.6	21	31.3

was composed of 67, or 25 per cent, of the principals whose guidance concepts correlated highest with those of the experts, and Group II was composed of the 67, or 25 per cent, of the principals whose guidance concepts correlated least with those of the experts. This statistical method and formula are discussed by Downie and Heath in their book, Basic Statistical Methods.[34]

Table XVII shows the chi square values computed for each of the questions on organizational procedures as reported by the principals in the two Q-Sort Groups. Interpretation of the chi square values was made by using Downie and Heath's Table IV.[35] The chi square value needed for statistical significance at the .05 level or beyond with one degree of freedom was 3.841. The value needed at the .10 level or beyond with one degree of freedom was 2.706.

The chi square test revealed that there was not a significance difference at the .05 or .10 level for all the questions. The questions and their chi square values that were found to be significant at the .05 level or beyond with one degree of freedom are listed as follows:

Question No. 10--Do you have a plan that allows for individual counseling of students, when deemed necessary, by some specialist (counselor, etc.)? (X^2=6.716)

Question No. 11--Do you have a plan that allows for group counseling of students by specialists (counselors, etc.)? (X^2=4.299)

Question No. 12--Are community resources (doctors, health clinics, etc.) used for referral purposes by you or your school personnel? (X^2=7.642)

Question No. 18--In general, does your organizational plan for guidance reflect the belief that elementary school guidance is for all pupils, rather than just for those who need special help? (X^2=8.626)

Question No. 19--In general, does your organizational plan for guidance reflect the belief that elementary guidance is primarily for students with special problems?

The questions and their chi square values that were found to be significant at the .10 level or beyond with one degree of freedom are listed as follows:

Question No.6--Do you have a plan for periodic evaluation of your guidance program? (X^2=3.251)

TABLE XVII

CHI SQUARE VALUES FOR RESPONSES TO ORGANIZATIONAL PROCEDURES REPORTED BY THE TWO Q-SORT GROUPS

Questions Concerning Organizational Procedures	Chi Square Values as Determined by Formula X^2
4. In general, is the need for guidance recognized and understood by your faculty?	.119
5. Have the purposes and objectives of guidance in your school been defined and set forth in writing?	2.418
6. Do you have a plan for periodic evaluation of your guidance program?	3.251**
7. Is there a guidance committee in your school to develop objectives, plans, and guidance procedures?	2.418
8. Do you have a space in your building designated for special counseling or guidance purposes?	1.910
9. Have you had in-service training in the general area of guidance for your teachers during the past three years?	2.418
10. Do you have a plan that allows for individual counseling of students, when deemed necessary, by some specialist (counselor, etc.)?	6.716*

TABLE XVII (continued)

Questions Concerning Organizational Procedures	Chi Square Values as Determined by Formula X^2
11. Do you have a plan that allows for group counseling of students by specialists (counselor, etc.)?	4.299*
12. Are community resources (doctors, health clinics, etc.) used for referral purposes by you or your school personnel?	7.642*
13. Do you feel, as the principal, that you have enough authority to organize a satisfactory guidance program for your school?	.119
14. Do you keep cumulative records on each child?	.746
15. Do you have a testing or evaluation program, other than just teachers' personal evaluation, for your students?	1.075
16. Does your school use a nongraded or ungraded plan for student promotion in at least the primary grades?	.478
17. Do you provide meetings for parents and school personnel to discuss or to work on any area of elementary guidance?	2.985**

TABLE XVII (continued)

Questions Concerning Organizational Procedures	Chi Square Values as Determined by Formula x^2
18. In general, does your organizational plan for guidance reflect the belief that elementary school guidance is for all pupils, rather than just for those who need special help?	8.626*
19. In general, does your organizational plan for guidance reflect the belief that elementary guidance is primarily for students with special problems?	11.940*

*Chi square values considered to be significant at the .05 level or beyond with one degree of freedom.

**Chi square values considered to be significant at the .10 level or beyond with one degree of freedom.

Question No. 17--Do you provide meetings for parents and school personnel to discuss or to work on any area of elementary guidance? (X^2=2.985)

The chi square test revealed a very statistical significance in the way that the two groups answered questions 18 and 19. These questions revealed how the principals felt about their general organizational plan for guidance as reflected by their actual procedures. Sixty per cent of the principals in Group I, who agreed most with the experts, reported that their organizational plan for guidance, in general, reflected the belief that elementary school guidance is for all pupils, rather than just for those who need special help. Only 34 per cent of the principals in Group II, who agreed least with the experts, reported this same general plan for guidance reflected in their programs.

Question 19, as opposed to number 18, asked the principals if their organizational plan for guidance, in general, reflected the belief that elementary guidance is primarily for students with special problems. Sixty-nine per cent of the principals in Group II responded affirmatively to that question, while only 39 per cent of the principals in Group I responded affirmatively to the same question. This would indicate that Group I had organizational characteristics that were more in agreement with the experts than did Group II.

It was interesting to note that another question which was answered significantly differently by the two Q-Sort groups was the one pertaining to the use of community resources for referral purposes by the principal or school personnel. This can only be attributed to apparent differences in attitudes since referral is something possible by just about all schools in all communities. The other two questions answered significantly differently at the .05 level pertained to the school having a plan for individual counseling, when deemed necessary, and for group counseling (not necessarily by a counselor). The principal could have been restricted in these areas because of school policy or finances. However, the majority of principals in both groups (64% in Group I and 61% in Group II) reported in question 13 that they have enough authority to organize a satisfactory guidance program for their school.

Also, it was noted that the two questions answered significantly differently at the .10 level pertained to having a plan for periodic evaluation of the guidance program and to providing meetings for parents and school personnel to discuss or to work on any area of elementary guidance. It would seem that these two areas of guidance could and should be practiced in any school and would definitely depend upon the principal's leadership.

Although a statistical significance at the .05 or .10 level could not be established for the difference in the way the two groups answered all

the remaining questions concerning organizational characteristics of guidance in the elementary schools, the preceeding Table XVI did reveal that more principals in Group I did respond affirmatively to nearly all the questions than did principals in Group II. However, it was surprising to note that only a small percentage of principals in both groups (22% and 28%) used a nongraded or ungraded plan for student promotion in at least the primary grades, and Group II had the greater percentage.

Apparently, both groups felt confident about the guidance programs in their schools since over 80 per cent of the principals in each group reported that the need for guidance was recognized and understood by their faculties. Also, only about one-third of the principals in Group I and about one-fifth of the principals in Group II had had in-service training in the general area of guidance for their teachers during the past three years.

In briefly summarizing section III, it was evident from inspection of the tables containing the various information reported by the principals in the two groups that Group I (principals who agreed most with the experts) had more specialized personnel on their staffs or available to their school units and also made use of them more of the time than did Group II (principals who agreed least with the experts).

The chi square test for significance of the difference for the way both groups responded to the questions concerning characteristics of guidance in their schools revealed that there was a significance at the .05 level or beyond with one degree of freedom for five of the questions and a significance for two other questions at the .10 level or beyond with one degree of freedom. A statistical significance could not be established for all the questions, but Group I did have more principals using procedures considered desirable according to the literature, than did Group II.

The over-all evidence indicates a significant relationship between concepts held by principals and many organizational characteristics of guidance in their schools.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to investigate, describe, and evaluate the organizational characteristics of guidance in the elementary schools of Texas and to attempt to determine the relationship between these characteristics and the principals' concepts of guidance. Specifically, the study was designed to seek answers to the following questions:

1. What are the organizational characteristics of guidance in the elementary schools?

2. Do elementary school principals hold similar concepts toward guidance as do a group of professional people considered to be experts in elementary school guidance?

3. Do elementary school principals who differ in underlying concepts concerning guidance hold significantly different attitudes toward organization of elementary school guidance?

The study was considered important because a review of the literature revealed a limited amount of research on guidance in the elementary schools in general and none that tested the significant relationship of administrators' concepts with the organizational characteristics of guidance in their schools. A state organization, Texas Elementary Principals' and Supervisors' Association, expressed a need for research concerning guidance in the elementary schools of Texas as reported by the principals.

The study was limited to a carefully drawn random sampling of the population of elementary public school principals in Texas during the 1965-66 school year.

Research concerning elementary school administrators' concepts of guidance and significance these concepts may have upon the organizational characteristics of guidance in their schools was found lacking.

In Chapter II, The Design of the Study, the source of data used in this study, collection of the data, and the methods of processing the data were presented.

A total of 359 names of elementary principals in Texas were drawn randomly, with the aid of a table of random numbers, from a directory

of elementary principals published by the Texas Education Agency for the school year 1965-66. Two hundred and eightyquestionnaires were returned, and 268 of them were considered eligible for use in the study. This was 75 per cent of the questionnaires originally sent out. This sample size provided a 95 per cent confidence limit and a reliability of between 5 and 10 per cent.

In developing the questionnaire, information derived from a review of the research literature was utilized. Also, numerous articles, textbooks, and state publications concerning guidance in the elementary school were utilized. Professional educators and graduate students at Arizona State University and special consultants in the Texas Education Agency were asked to comment on the proposed instrument. The questionnaire was then tried on selected elementary principals in Texas to determine its effectiveness and to eliminate any vague or ambiguous statements. The completed questionnaire and cover letter were then mailed to the randomly drawn principals. Follow-up letters to those not responding were then sent.

The methods of processing the data from the questionnaires involved reporting the data from Part I and Part II in terms of frequency and percentage of response. Part I was concerned with general information about the principals and the schools they served. Part II was concerned with organizational characteristics of guidance in the elementary schools.

Part III of the questionnaire, Information Concerning Concepts Related to Guidance in the Elementary School, was designed so that the principals who participated in the study were asked to read each of the twenty-one statements describing concepts toward guidance in the elementary school and to decide upon the degree to which it described how they felt about guidance. They then ranked the statements according to their agreement or disagreement in such a way that the completed form used showed a forced normal distribution of the statements that were ordered from "most agreement" to "most disagreement." Pearson's Product-Moment Correlation Coefficient was computed for each principal between the ranks he assigned to the statements and the ranks assigned to the statements by five experts. The five experts had previously ranked the statements by Stephenson's Q-Sort technique discussed in Chapter II, and the agreement among them in ranking the statements was determined by using Kendall's Coefficient of Concordance. The agreement among the five experts was found to be significant at the .01 level of confidence, justifying the assigning of ranks to the statements by experts.

The correlation coefficients obtained by the formula provided a measure of agreement between statements ranked by each principal who participated in this study and the statements as ranked by the experts. It was interpreted that a relatively high correlation was indicative of concepts toward guidance held by principals more in agreement with those

concepts held by the experts than a relatively low correlation, which was indicative of concepts less in agreement between the principal and the experts. A conversion table was used to change the distribution of correlation coefficients into a normal sampling distribution by converting them to Fisher's Z Coefficients. The conversion insured a normal sampling distribution, even when used with small samples, which made it possible to include the guidance concept scores in other statistical analyses.

The next step was to arrange the Fisher Z Coefficients in rank order so that the principals could be divided into two groups. Group I consisted of the top 25 per cent, the 67 principals whose guidance concepts were most like the experts, and Group II consisted of the lower 25 per cent, the 67 principals whose guidance concepts were least like the experts. The mean Fisher Z Coefficient was computed for each group to determine if the pattern of responses of the two groups differed. It was found that Group I had a high correlation of .74 while Group II had a low correlation of .39 when the Fisher Z Coefficients were converted back to equivalent correlation coefficients.

Chi Square test for the significance of the difference was used to test the difference of the frequencies with which responses to the items on Part II of the questionnaire were given by the two groups of principals.

Chapter III presented an analysis and report of general information about the principals and the schools they serve, information related to organizational characteristics of elementary school guidance, and information concerning concepts related to guidance in the elementary school.

The following statements summarize the responses to Part II of the questionnaire:

1. Over three-fourths of the principals reported that the general plan of organization used in their schools was that of making the classroom teacher, with the principal's help, primarily responsible for guidance.

2. In nearly half (42.1%) of the schools, the principal was the co-ordinator of the guidance program. In other schools, the co-ordinators were counselors in 23.8 per cent of the schools, guidance directors over several schools in 13.1 per cent of the schools, and other (director of elementary education, curriculum director, and superintendent) in 2.6 per cent of the schools.

3. The use of specialized personnel was noticeably lacking in the majority of schools. Only nurses and

speech therapists were used in over half of the schools in this report. However, counselors were used to some extent in 47.3 per cent of the schools.

4. Principals in 88 per cent of the schools reported that the need for guidance was recognized and understood by their faculties.

5. Principals in 60.8 per cent of the schools reported that their organizational plan for guidance reflected the belief that elementary school guidance is for all pupils, rather than just for those who need special help.

6. Principals in 39.1 per cent of the schools reported that their organizational plan for guidance reflected the belief that elementary school guidance is primarily for students with special problems.

7. Principals in 59.7 per cent of the schools felt that they had enough authority to organize a satisfactory guidance program in their schools.

8. A majority of the schools reported making use of cumulative records, community resources, and testing or evaluation programs.

9. Other desirable organizational characteristics of guidance, as reported in the literature, were not evident in a majority of the schools.

Part III of the questionnaire provided the data for use with the Q-Sort technique used in ranking guidance concepts in such a way that the principals could be divided into two separate groups for further statistical analysis. Group I was composed of the 25 per cent of the principals whose guidance concepts agreed most with the experts, and Group II was composed of the 25 per cent of the principals whose concepts agreed least with the experts.

In an effort to compare the two groups of principals according to their responses to plan of organization used in their schools, specialized personnel used, and title of person co-ordinating their guidance program, the method of inspection of the data in table form was used. For the final part concerning organizational procedures reported by principals, a chi square test for the significance was computed.

By inspection of the data, little difference could be seen between the two groups of principals in regard to their reported general plan of organization for guidance. Over three-fourths of both groups considered the teacher primarily responsible for guidance, with the principal helping. However, 46.2 per cent of the principals in Group I co-ordinated the

guidance program in their schools, whereas only 33.8 per cent of the principals in Group II co-ordinated the guidance program.

Generally, the principals in Group I (those agreeing most with the experts) used more types of specialized personnel more of the time than did the principals in Group II (those agreeing least with the experts). This was especially true in the use of counselors, psychologists, and visiting teachers.

Questions numbered 4 through 19 in Part II of the questionnaire were designed to reveal the most pertinent information about organizational characteristics of elementary schools used in this study. Therefore, in an effort to determine if the principals who held concepts most like the experts used organizational procedures significantly different from the principals who held concepts least like the experts, a chi square test for the significance of the difference was computed. The test revealed that there was a significance at the .05 level or beyond with one degree of freedom for five of the questions as follows:

> Question No. 10--Do you have a plan that allows for individual counseling of students, when deemed necessary, by some specialist (counselor, etc.)?
>
> Question No. 11--Do you have a plan that allows for group counseling of students by specialists (counselors, etc.)?
>
> Question No. 12--Are community resources (doctors, health clinics, etc.) used for referral purposes by you or your school personnel?
>
> Question No. 18--In general, does your organizational plan for guidance reflect the belief that elementary school guidance is for all pupils rather than just for those who need special help?
>
> Question No. 19--In general, does your organizational plan for guidance reflect the belief that elementary guidance is primarily for students with special problems?

The chi square test revealed that there was a significance at the .10 level or beyond with one degree of freedom for two of the questions as follows:

> Question No. 6--Do you have a plan for periodic evaluation of your guidance program?
>
> Question No. 17--Do you provide meetings for parents and school personnel to discuss or to work on any area of elementary guidance?

II. CONCLUSIONS

The study was designed to seek answers to three specific questions. Based on the findings, the following conclusions are drawn for each of the questions:

1. What are the organizational characteristics of guidance in the elementary schools?

   The evidence indicated that the majority of elementary schools in Texas do not have a satisfactory plan of organization for guidance. The use of specialized personnel was noticeably lacking. Guidance is mostly an unorganized aspect of each school's program with the principal co-ordinating guidance and teachers assuming the responsibility for implementation.

2. Do elementary school principals hold similar concepts toward guidance as do a group of professional people considered to be experts in elementary guidance?

   Not all elementary principals agree with concepts held by experts. About one-fourth do not agree or barely agree with experts, one-fourth agree strongly with experts, and one-half agree to some extent with the experts. Thus, it is clear that there is a disparity of agreement on guidance concepts held by principals and experts. This would seem to account for differences in organizational characteristics found in the various schools.

3. Do elementary school principals who differ in underlying concepts concerning guidance hold significantly different attitudes toward organization of elementary school guidance?

   The evidence indicated a significant relationship between concepts held by principals and many organizational characteristics of guidance in their schools. Principals who agreed most with the guidance concepts held by experts reported better practices toward organization of elementary guidance than did the principals who agreed least with the guidance concepts held by experts.

   If the evidence was correct, it would appear that in order to improve organizational characteristics of guidance in the elementary schools of Texas the concepts held by principals would need to be changed or improved in a large percentage of the schools. It would be advisable for experimental studies to be made in this area to determine the value of this contention.

III. RECOMMENDATIONS

On the basis of this study, the following recommendations seem justified:

1. The Texas Education Agency should assume more leadership in improving elementary principals' preparation and understanding of elementary school guidance procedures.

2. Regional and state-wide workshops in the area of elementary school guidance would be advantageous for elementary principals. These workshops could be sponsored by the Texas Elementary Principals' and Supervisors' Association.

3. Guidelines for effective elementary school guidance programs should be established by the Texas Education Agency, using not only guidance specialists, but also elementary principals in planning the guidelines.

4. Experimental studies concerning elementary school organization for guidance should be encouraged and conducted and the results made available to all schools.

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APPENDIX

THE QUESTIONNAIRE

ELEMENTARY GUIDANCE STUDY

(Please feel free to write any comments in the left-hand margin.)

Disregard this column. For coding purposes only.

I. GENERAL INFORMATION.

Name_____ Sex: Male__ Female__ Age__ 1__
(Last) (First) 2__
School Name_____ 3__
Position: Full-time Principal__ Part-time Principal_____ 4__
School Address_____ 5__
(Street No.) (City)
Grades included in this school: K 1 2 3 4 5 6 7 8 6__
(Circle all grades included) 7__
Total students in your school____ Your city population_____

II. INFORMATION RELATED TO ORGANIZATION OF ELEMENTARY GUIDANCE.

1. Please check the one statement that best describes the organization of guidance services in your school.

____(a) The classroom teacher, with the principal's help, is primarily responsible for guidance in my school. 8__
____(b) A counselor (or person with similar role designation) is primarily responsible for guidance in my school. Teachers are only helping agents.
(c) Guidance in our school is a coordinated process involving several guidance specialists. Our plan is well organized with duties and responsibilities of personnel clearly defined.
____(d) Other plan (please specify)

2. Specialized Personnel Now on the Staff of Your School Unit or Available to the School Unit (Check appropriate space in columns)

Specialized Personnel	Full Time	Half Time	Less than Half Time	None
Counselor				
Psychologist				
Visiting Teacher				
Nurse				
Speech Therapist				
Orthopedic Teacher				
Remedial Reading Teacher				
Specify Others				

9__
10__
11__
12__
13__
14__
15__
16__
17__
18__

(This column for colding only)

3. Who coordinates the guidance program in your school? (Check one)
   ____(a)Teachers ____(b)Principal ____(c)Counselor
   ____(d)Guidance Director over several schools
   ____(e)Other (Specify)

Indicate your answer by checking the appropriate column.

		Yes	No	
4.	In general, is the need for guidance recognized and understood by your faculty?	___	___	20___
5.	Have the purposes and objectives of guidance in your school been defined and set forth in writing?	___	___	21___
6.	Do you have a plan for periodic evaluation of your guidance program?	___	___	22___
7.	Is there a guidance committee in your school to develop objectives, plans, and guidance procedures?	___	___	23___
8.	Do you have a space in your building designated for special counseling or guidance purposes?	___	___	24___
9.	Have you had in-service training in the general area of guidance for your teachers during the past three years?	___	___	25___
10.	Do you have a plan that allows for individual counseling of students, when deemed necessary, by some specialist (counselor, etc.)?	___	___	26___
11.	Do you have a plan that allows for group counseling of students by specialists (counselor, etc.)?	___	___	27___
12.	Are community resources (doctors, health clinics, etc.) used for referral purposes by you or your school personnel?	___	___	28___
13.	Do you feel, as the principal, that you have enough authority to organize a satisfactory guidance program for your school?	___	___	29___
14.	Do you keep cumulative records on each child?	___	___	30___
15.	Do you have a testing or evaluation program other than just teachers' personal evaluation, for your students?	___	___	31___
16.	Does your school use a nongraded or ungraded plan for student promotion in at least the primary grades?	___	___	32___
17.	Do you provide meetings for parents and school personnel to discuss or to work on any area of elementary guidance?	___	___	33___
18.	In general, does your organizational plan for guidance reflect the belief that elementary school guidance is for all pupils, rather than just for those who need special help?	___	___	34___
19.	In general, does your organizational plan for guidance reflect the belief that elementary guidance is primarily for students with special problems?	___	___	35___

III. INFORMATION CONCERNING CONCEPTS RELATED TO GUIDANCE IN THE ELEMENTARY SCHOOL.

Directions: The following statements describe concepts toward guidance in the elementary school. (They may be positive or negative.)

Read each statement and decide whether or not it describes the way you feel about guidance.

If you agree with the statement, place a plus sign (+) to the left of the statement.

If you disagree with the statement, place a minus sign (-) to the left of the statement.

If you neither agree or disagree with the statement, place a zero (0) to the left of the statement.

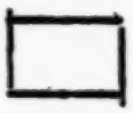
---

1. Guidance is inseparable from teaching.
2. Teachers should use guidance procedures to better understand and meet the various needs of children.
3. The best preparation for adult life is to live and enjoy childhood.
4. Children seldom respond to guidance before their adolescent years.
5. The aim of guidance should be to help children with problems to adjust to their group.
6. The help of the guidance worker should be primarily for children with serious problems.
7. Guidance should be concerned with non-instructional problems only.
8. Guidance services cannot exist without a guidance specialist.
9. Such experimental processes as self-acceptance, social relationships, and spiritual outlooks cannot be isolated from intellectual activity.
10. The classroom teacher should be central in the guidance program.
11. The guidance process should have as its aim increased pupil self-understanding and self-direction.
12. Guidance should be a process of special services rendered by specialists who work with parents and teachers, or with pupils in individual counseling.
13. Children only need guidance before and after they change schools.
14. The elementary school child responds much more readily to guidance than does the adolescent.
15. Guidance should be an educational attitude that focuses the attention of the entire staff on the needs of individual pupils in the school.
16. More emphasis should be placed on group guidance activities than on individual counseling.
17. Guidance is an added unnecessary burden in the elementary school.
18. The guidance process should be continuous at all school levels.
19. Teachers have a responsibility to include guidance as a part of instruction.
20. The guidance specialist should be central in the guidance program.
21. No one person or group of persons can be charged with the responsibility of the guidance program in the elementary school.

Directions: The following squares should be filled in with the numbers of the statements you marked with (+), (-), or (0) on the preceding page. Please follow the directions carefully.

Use each statement only once. There are no right or wrong answers. Follow the arrow.

1. Find the <u>one</u> statement from those you marked with a plus sign (+), that you <u>most</u> <u>agree</u> with. Place the number of that statement in the box below. Draw through the statement so you will not use it again.



2. Find the next <u>three</u> plus (+) statements that you most <u>agree</u> with. Draw a line through each of the three statements you have used. Place only one number in each box.

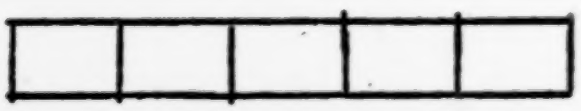
3. Find the next <u>four</u> plus (+) statements that you <u>agree</u> with. Place their numbers in the four boxes below. Draw a line through each of the four statements you choose. Place only one number in each box. (If you do not have enough plus (+) statements, use your zero (0) statements.)

<u>STOP</u>.

<u>GO TO BOTTOM OF PAGE</u>.

<u>FOLLOW THE ARROW</u>.

7. You should now have <u>five</u> statements left that have not been marked through. Place their numbers in the five boxes below. Place only one number in each box.



6. Find the next <u>four</u> minus (-) statements that you <u>disagree</u> with. Place their numbers in the four boxes below. Draw a line through each of the four statements you choose. Place only one number in each box. (If you do not have enough minus (-) statements, use your zero (0) statements.)

5. Find the next <u>three</u> minus (-) statements that you most <u>disagree</u>. Place their numbers in the three boxes below. Draw a line through each of the statements you choose. Place only one number in each box.

4. Find the <u>one</u> statement from those you have marked with a minus (-) that you <u>most</u> <u>disagree</u> with. Place the number of that statement in the box below. Draw a line through that statement so you will not use it again.